Improve Student Achievement in Elementary, Middle & High Schools Tollgate #3

1. Map of Causal Factors

No change. Attached for your reference.

2. List key indicators of success and high-level purchase strategies. Please note if changes have been made from Tollgate #2.

The indicators remain the same. The indicator data displayed has been updated using newly released Washington Assessment of Student Learning (WASL) scores and high school graduation rate data. Updated indicator information is attached for your reference.

The high level purchase strategies selected in Tollgate #2 remain the focus of the group. These are: Strategic and Individualized Preparation for Staff, Early Learning and Education, Content-Curriculum, Instruction and Assessment, Individual Attention, and, Targeted Secondary Education Reform. Results Team members are discussing how the goals of several high level strategies might be addressed through implementation of single purchases, leveraging the effect of dollars spent.

- 3. Based on agency budget submittals, agency responses to targeted budget instructions, and other research since Tollgate #2 please answer the following questions:
 - A. What one or two new ideas suggested by your team or agencies appear most worth pursing to improve results or reduce costs?

<u>Idea:</u> Deliver state-focused professional development through a regional structure (Improve results)

Research has demonstrated that having a skillful teacher in the classroom is the most important school-based contributor to successful student achievement. It is an important function to support teachers with professional learning opportunities to increase knowledge and skill. The State Board of Education currently approves professional development providers, not programs for teachers. Teachers taking these courses and seminars do receive salary schedule recognition. This proposal builds research-based, high quality, consistent training packages tightly coupled to student learning expectations. This will create a more cost-effective and efficient system of school improvement which results in increased learning for all students.

<u>Idea</u>: DSHS development of an electronic child care management system to improve accuracy of client information, subsidy payments and program accountability.

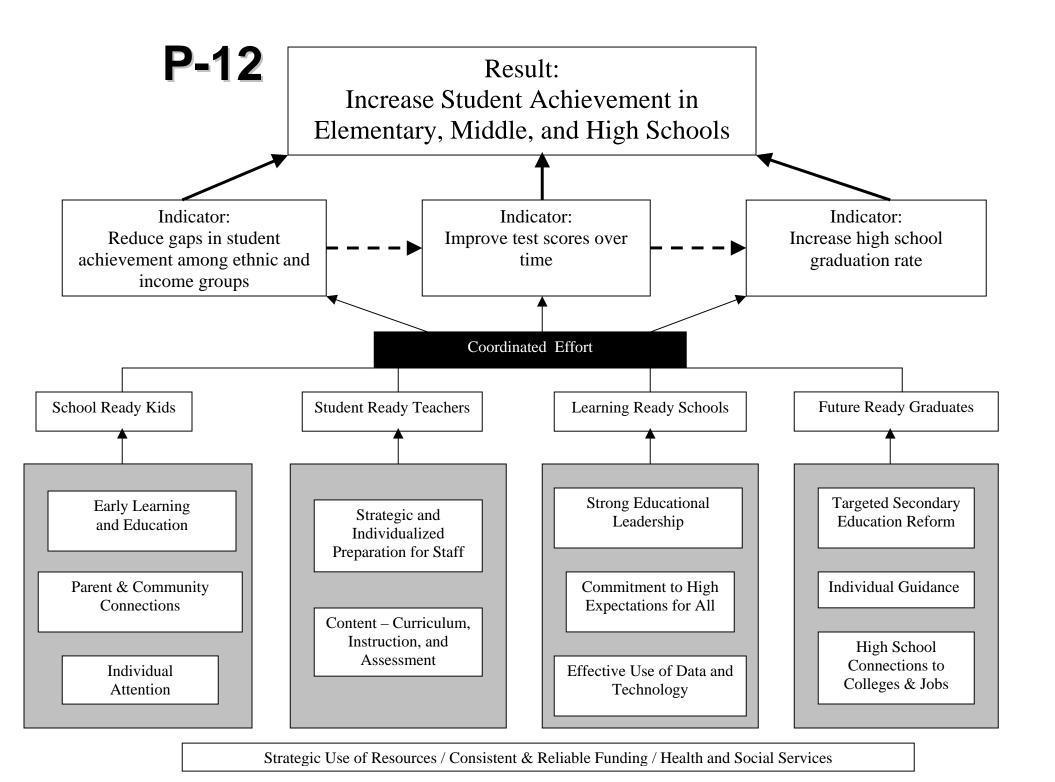
(Reduce costs)

This project would collapse a number of payment and client server data applications into one integrated system. A recent study noted significant problems due to inadequate applications including provider subsidy overpayments and the efficacy of attempted fixes to antiquated technology programs. The financial efficiencies from a new system could be reinvested in child care programs. We are looking forward to reviewing a cost-benefit analysis of this project which is being prepared by the Department of Social and Health Services.

B. What changes in government operations, or in state law, are necessary to implement these new ideas?

Possible changes in government operations include: 1) increasing the capacity of the state to focus on developing instructional expertise thereby increasing the expectations for student achievement

Statutory changes are not required to implement these proposals, but the POG results team is considering possible statute changes to compliment the regional delivery of professional development, including: 1) more prescriptive language in the authorized uses of the two state Learning Improvement Days, which provides time for professional development, to coordinate with the regional delivery system, and 2) authorizing bonus or stipend compensation for demonstrated teaching skill.



P-12 Education

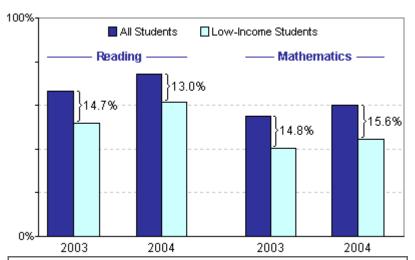
Number of students enrolled in Washington public schools, Kindergarten through 1,014,000 Grade 12:

Estimated state expenditures for this result in the 2003-05 budget:

\$11.9 billion

✓ Indicator 1: Reduced gaps in student achievement

Percent of 4th Graders Meeting StandardWashington Assessment of Student Learning



	Percent of 4th Graders Meeting Standards										
	Year	All Students	Low-Income Students	Difference							
Reading: Percent Meeting Standard											
	2003	66.7%	52.0%	14.7%							
	2004	74.4%	61.4%	13.0%							
Mathematics: Percent Meeting Standard											
	2003	55.2%	40.4%	14.8%							
	2004	59.9%	44.3%	15.6%							

Description: Indicator 1 is based on student performance on the Washington Assessment of Student Learning (WASL). The WASL is administered each spring to Washington fourth-, seventh- and 10th-graders. The WASL was developed to measure how well students are progressing in meeting state academic standards.

The tests are designed to measure students' progress in meeting critical learning goals that Washington educators have established in each subject area. These academic standards specify what all students should know and be able to do by graduation. These standards are called Essential Academic Learning Requirements, or EALRs. Student progress toward these learning goals is measured by the WASL as well as by a variety of other classroom assessments.

Sources:

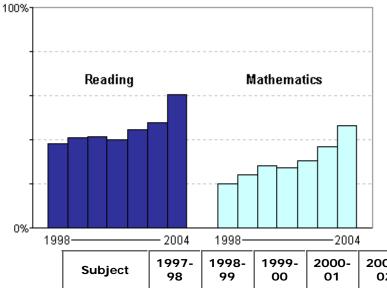
Office of the Superintendent of Public Instruction Washington State School Report Card WASL Detail for Washington State

See also: Additional Related Charts

✓ Indicator 2: Improving student achievement over time

Percent of 7th Graders Meeting WASL* Reading and Math Standards

Washington Assessment of Student Learning



Description:Indicator 2 shows percentage of 7th graders meeting WASL Reading and Mathematics standards.

Sources:

Office of the Superintendent of Public Instruction Washington State School Report Card WASL Detail for Washington State

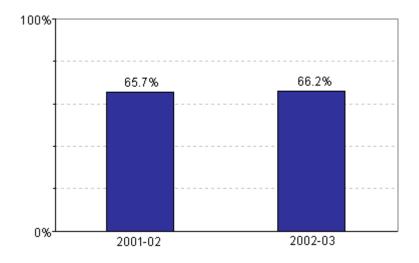
See also:

WASL Trends for Washington State (OSPI)

	Subject	1997- 98	1998- 99	1999- 00	2000- 01	2001- 02	2002- 03	2003- 04
•	Reading	38.4%	40.8%	41.5%	39.8%	44.5%	47.9%	60.4%
	Mathematics	20.1%	24.2%	28.2%	27.4%	30.4%	36.8%	46.3%

✓ Indicator 3: Increasing the high school graduation rate

High School Cohort Graduation Rate



Description: Indicator 3 is a measure of the percentage of students entering ninth grade who receive a regular high school diploma on schedule four years later. This "on-time graduation rate" was first calculated for the Class of 2002.

Note: Students receiving IEP or GED diplomas are counted as dropouts in this measure.

Sources:

Office of the Superintendent of Public Instruction
Graduation and Dropout Statistics (pdf): 2001-02 | 2002-03